DOCUMENT RESUME

ED 277 837 CE 046 058

AUTHOR MacFarland, Thomas W.
TITLE A Strategy to Link Employee Performance and Rewards to Overall Organizational Development.
PUB DATE Sep 86
NOTE 8p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; *Behaviorism; Goal Orientation; Industry; *Job Performance; *Labor Force Development; Motivation; *Motivation Techniques; *Organizational Development
IDENTIFIERS *Behavior Management; *Human Resources Professionals; Skinner (B F)

ABSTRACT

While human resource development (HRD), an extension of education, is regarded as a helping profession, industry mandates that HRD contribute to the maximization of organizational outcomes. HRD personnel can easily become demotivated because of dual loyalties. In order not only to avoid stress and demotivation but also to maximize outcomes humanely, HRD personnel should employ Skinnerian behavior management. Because management is perceived as working with and through individuals and groups to accomplish organizational goals, HRD must first identify goals and then must consider motivation, since motivation for performance springs from goal-based responsibility, achievement, and recognition. Therefore, using its central role between management and labor, HRD must assist in collaborative goal setting. If involvement in goal setting is so critical to workers' later performance, HRD must remember, too, the individuality of workers. Specifically, incongruence may exist between company goals and individual goals. HRD personnel must also keep in mind the idea of moderate goal setting (not too high nor too low) for the highest motivation. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED277837

A STRATEGY TO LINK EMPLOYEE PERFORMANCE AND REWARDS TO OVERALL ORGANIZATIONAL DEVELOPMENT

by

Thomas W. MacFarland, Ed.D.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T MacFarland

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Seminole Tribe of Florida Education Division
Individualized Manpower Training System
Big Cypress Learning Resources Center
Clewiston, Florida 33440

September, 1986

CE046058

INTRODUCTION

Organizations must, through systematic "change aimed at increasing individual and organizational effectiveness" (Hammons, 1978:8), maximize productivity within the limitations of the present economic system (Blai, 1984:234). The concern for productivity must, however, not show favoritism or status, but instead recognize the value and worth of all workers. Dewey recognized that "the general adoption of the scientific attitude in human affairs would mean nothing less than a revolutionary change in morals, religion, politics, and industry" (Wirth, 1980:179). Human Resources Development (HRD), whether for the pragmatic (McCullough, 1980:46) or the ideal (Walz, 1982:102), can play a pivotal role so that both management and labor are fully satisfied with all terminal outcomes that increase productivity.

It is the purpose of this paper to offer and defend the use of behaviorism as the most appropriate, expedient, and humane technique to maximize organizational development. Paralleling the need to critically examine all aspects of intended and actualized behavior is the succinct observation that "only when the management of an organization conceptualizes the organization as a system will these unintended negative consequences [inefficiency and waste] be identified" (Schneider, 1974:19). It will not be feasible, within the context of this paper, to adequately detail all behaviorist

strategies, e.g., reductionism, task analysis, behavioral objectives, shaping, token rewards, oscillation of behavior, and criterion-referenced evaluation. Explicit detail can be found in Bigge (1982), Bower and Hilgard (1981), Hill (1977), Skinner (1971), and Wittrock (1977).

BEHAVIOR MANAGEMENT TO MAXIMIZE OUTCOMES

HRD professionals are commonly placed in a precarious position. HRD, an extension of education, is regarded as a "helping profession." Yet, industry mandates that HRD contribute to the maximization of organizational outcomes. Cherniss (1984) realistically discussed the career expectations of HRD personnel with a caution that personnel can become easily demotivated because of dual loyalties. It is suggested that not only to avoid stress and demotivation but also to humanely maximize outcomes, HRD personnel should employ Skinnerian behavior management which is defined by Clements and Farrar (1982:22) as

> the application of sets of procedures that rely on the specification, measurement, and control of behavior through the alteration of consequences or behavior modification.

HRD must recognize that because management is perceived as "working with and through individuals and groups to accomplish organizational goals" (Hersey and Blanchard, 1982:3), before all else, goals must be identified. Considering first the historical research about goals, Steers and Porter (1974:7) cited Mace's 1935 statement that "subjects assigned specific goals improved in performance

across trial blocks at a much faster rate than subjects assigned less specific goals." Secondly, motivation must also be considered when speaking of goals. Because "motivation for performance springs from goal-based responsibility, achievement and recognition" (Snyder, 1981: 25), it is critical that HRD, using its central role between management and labor, assists in the collaboration of goal-setting.

CONCLUSION AND RECOMMENDATIONS

If involvement in goal-setting is so critical to the later performance of workers, the individuality of workers must also be remembered by HRD. Specifically, incongruence may exist between company goals and individual goals. The common disparity between mandated goals and idiosyncratic goals was recognized by Steers and Porter (1974:31) when they stated, "care must be taken in both theory and research to draw a clear distinction between externally-assigned task goals and personal aspiration levels on these goals."

HRD personnel, in their professional role of goal-development, find to their despair only too soon that reaction to assigned/negotiated goals can be far more complex than originally perceived. McClelland (1973, 1985) has richly contributed to the profession by describing the complex role motives, skills, values, and needs achievement have upon goal setting. McClelland (1973:10) referred to moderate goal setting as being "distinctly preferable to

setting goals either too high or too low, which leads more often to failure." Weiner, Heckhausen, Meyer, and Cook (1977:112) continued the theme of moderate goal setting, and after investigation found that

> the greatest elicitation of beliefs in effort as an outcome determinant, and the place where subjects state they should try hardest to maximize gain, is at tasks of intermediate difficulty.

In brief, motivation is the highest when the probability of success is 50 percent.

Accordingly, it is suggested that HRD personnel must become better acquainted with the relationship of goal setting to later productivity. Using a vast repertoire of Skinnerian behavioral modification techniques, HRD personnel must be able to not only effectively recognize that "behavior is shaped and maintained by its consequences" (Skinner, 1971: 16), but also to meet their professional mandate by arranging the contingencies of reinforcement. In effect, HRD personnel must have the personal skills and political power necessary to perform their duties.

Therefore, it is suggested that only the highest professional standards should be acceptable to HRD. Above all else, the integrity of the profession must be maintained. It is recommended that use of Skinnerian behaviorism and corollary actions will not only assist immediate efforts, but will also contribute to greater professional recognition--both by management and labor. Improvements in behavioral management and technology are providing greater professional impact for HRD, but only if opportunity is taken.

BIBLIOGRAPHY

Bigge, Morris L. Learning Theories for Teachers. 4th ed. New York: Harper and Row, Publishers, Incorporated, 1982.

Blai, Boris, Jr. "Job Skills, Overeducated Workers: An Imbalance." Journal of Studies in Technical Careers, 6:230-238. Summer, 1984.

Bower, Gordon H., and Ernest R. Hilgard. Theories of Learning. 5th ed. Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1981.

Cherniss, Cary. Motivational Strategies for Young Professionals in Human Services. ERIC ED 256 972, 1984.

Clements, Paul, and Lochia A. Farrar. The Application of Motivational Theories to Business and Industry. ERIC ED 222 816, 1982.

Hammons, Jim. Staff Development is Not Enough. ERIC ED 194 144, 1978.

Hersey, Paul, and Kenneth H. Blanchard. Management of Organizational Behavior: Utilizing Human Resources. 4th ed. Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1982.

Hill, Winfred F. Learning: A Survey of Psychological Interpretations. 3rd ed. New York: Harper and Row, Publishers, Incorporated, 1977.

McClelland, David C. "How Motives, Skills, and Values Determine What People Do." American Psychologist, 40:812-825. July, 1985.

McClelland, David C. "Testing for Competence Rather Than for 'Intelligence'." American Psychologist, 28:1-14. January, 1973.

McCullough, Paul M. Employee Performance and State Mental Health Manpower Development. ERIC ED 197 112, 1980.

Schneider, Benjamin. How Do Your Climates Show? Let Us Count Some Ways. ERIC ED 097 529, 1974.

Skinner, B. F. Beyond Freedom and Dignity. New York: Alfred A. Knopf, Incorporated, 1971.

BIBLIOGRAPHY (Continued)

Snyder, Karolyn J. Imperatives in Staff Training, Evaluation, and Management. ERIC ED 208 588, 1981.

Steers, Richard M., and Lyman W. Porter. The Role of Task Goal Attributes in Employee Performance. ERIC ED 094 116, 1974.

Walz, Garry R., ed. Career Development in Organizations. ERIC ED 215 247, 1982.

Weiner, Bernard, Heinz Heckhausen, Wulf-Uwe Meyer, and Ruth E. Cook. "Casual Ascriptions and Achievement Behavior: A Conceptual Analysis of Effort and Reanalysis of Locus of Control." In Learning and Instruction. Ed. Merlin C. Wittrock. Berkeley, California: McCutchan Publishing Corporation, 1977.

Wirth, Arthur G. Education in the Technological Society: The Vocational-Liberal Studies Controversy in the Early Twentieth Century. Washington, D. C.: University Press of America, 1980.

Wittrock, Merlin C., ed. Learning and Instruction. Berkeley, California: McCutchan Publishing Corporation, 1977.